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ABSTRACT

The effectiveness of a special South Carolina rural youth project was evaluated. Initiated in 1972, the project was designed to improve the quality of life of rural youth from low income families via community clubs for youth between the ages of 9 and 16. In order to measure the attitude changes (aspirations and expectations) of club members, a questionnaire was designed which included items relative to: (1) education, (2) residence, (3) occupation, (4) marriage and family, (5) community, (6) self-image, (7) self-concept, (8) concept of chance for success. Useable data were obtained from black and white, male and female, youth in attendance at club meetings (n=509) and summer camps (n=559). The research effort failed to measure any pattern of statistically significant changes in the attitudes of program participants. It was suggested that possible reasons for failure to measure change might have been: (1) the sophistication of the questionnaire, (2) the lack of overlap in interviews, (3) the variations in time lapse between questionnaires, (4) the use of responses from youth who had not been in the program long. The evaluation team did make some "impressionistic" observations which indicated: (1) program variations had met the different needs of differing groups; (2) participants and their parents had accrued positive benefits from the program; (3) the program had been successful since members wished to continue club activities. (JC)

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AN ASSESSMENT OF A PROGRAM FOR RURAL YOUTH FROM LOW-INCOME FAMILIES IN SOUTH CAROLINA

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FOREWORD

One project developed by the 1890 Extension component in South Carolina is a rural youth program intended to upgrade the quality of life for youngsters from low-income families. Youth clubs were organized in communities of five counties in 1972 shortly after the program was begun. These clubs enrolled youth in the 9 to 16 age group who were not involved in the regular 4-H clubs.

A summer camping program was begun in 1972 for those members who actively participated in community clubs. This camping experience differed from the traditional 4-H camps in that campers came from low-income families, there was no charge to campers and the duration of the experience was two weeks per camper (see Appendix A for Project Proposal).

In the summer of 1973, the young people who participated in this special camp program were selected from families enrolled in the 1890 Extension Program in five counties in South Carolina: Chesterfield, Georgetown, Hampton, Marlboro, and Orangeburg (see Figure 1). As a part of the 1890 Extension Program in these counties, young people ages 9 to 16 were enrolled in youth clubs patterned somewhat after the traditional 4-H clubs sponsored by the Clemson University Cooperative Extension Service. Campers were selected from the members of these youth clubs. A two-week camp was conducted for each of the five counties with 200 campers participating in each session.

Early in 1974, arrangements were made with Professor Virlyn A. Boyd and his associates, Department of Agricultural Economics and Rural Sociology, College of Agricultural Sciences of Clemson University, to conduct an evaluation of the "Special Youth Project" sponsored by the 1890 component of the Clemson University Cooperative Extension Service. The purpose of this report is to present the results of that evaluation.

R. L. Hurst, Coordinator
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South Carolina State College
Orangeburg

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CHAPTER I

Introduction

This report presents the results of an evaluation of a special program for rural youth from low-income families in South Carolina, conducted as a part of the 1890 Extension Program of the South Carolina Cooperative Extension Service.

Purpose

The purpose of this evaluation is to measure the extent to which the special youth program succeeded in accomplishing its goals. These goals as stated in the project proposal[1/] are "... to lift the aspirations and productivity of low-income rural youth," ... "to help them prepare for a better life," and ... "to create the desire in these youngsters to be as good as anyone else and to work to that end."

Methods and Procedures

It was decided that a two-stage examination of the aspirations, values, and attitudes of these young people would best measure changes associated with their participation in the special youth project.

A questionnaire devised to measure these changes is included as Appendix B of this report. The questions included in the questionnaire on the educational, occupational, residential, and marital and family-related aspirations are adapted from a questionnaire used in Southern Regional Research Project S-81, "Development of Human Resource Potentials of Rural Youth in the South and Their Patterns of Mobility." Other

1/ See Appendix A.

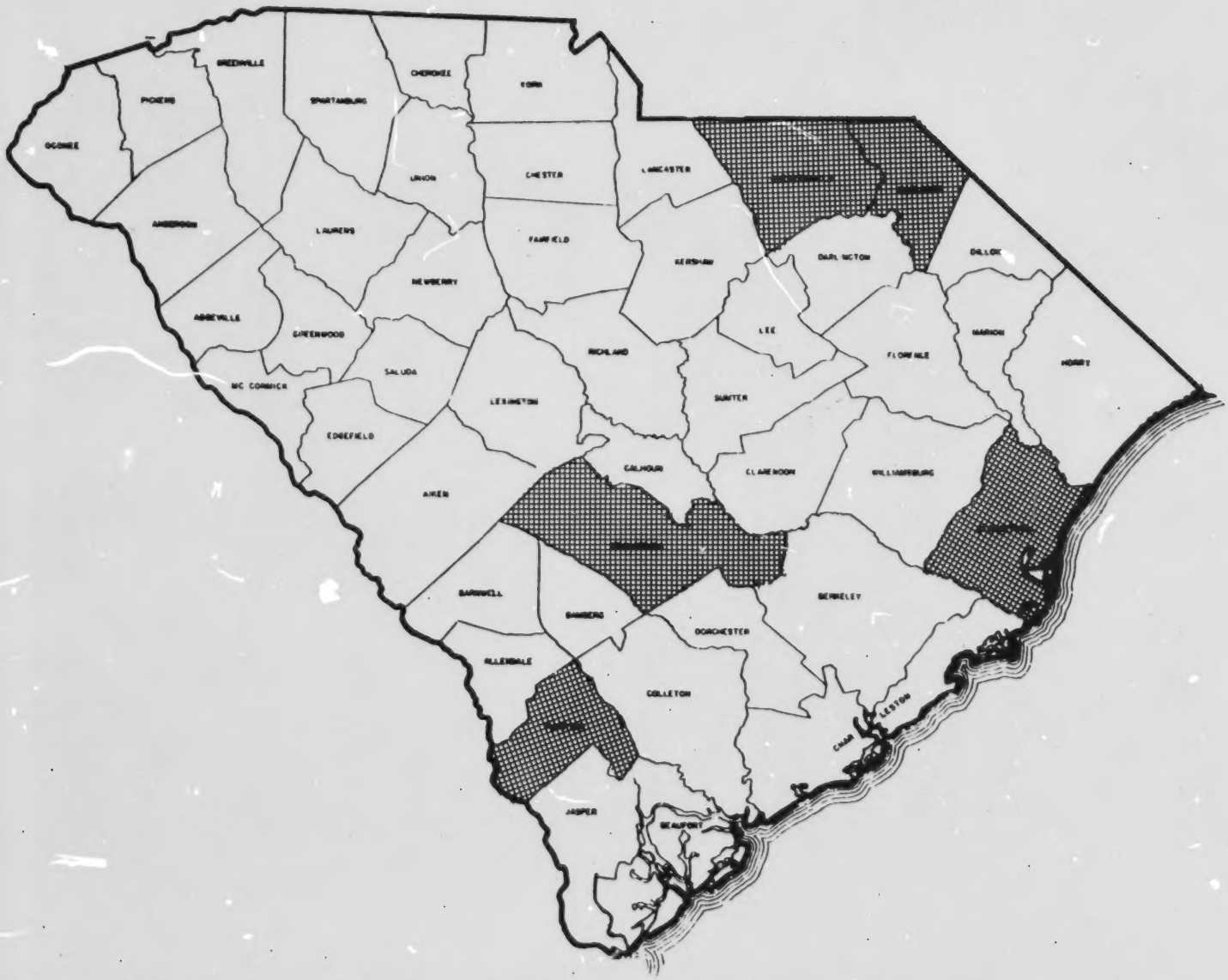

Figure 1. Location of Counties Participating in Special Youth Project of the 1890 Extension Program of the South Carolina Extension Service, 1974

questions were designed to measure changes in attitudes the youth have toward the community, their self-images, self-concepts, and their concepts of their chances for success in the adult world.

Interviews

Between May 1 and July 9 of 1974, this questionnaire was administered to 509 young people in 20 neighborhood clubs in the five counties in which the Special Youth Project of the 1890 Extension Program was operating. These clubs are listed in Table 1. The questionnaires were administered to all youth who were in attendance at the club meetings on the day of the interviews. No attempt was made to secure the data from members who were absent at the time of the interview. Likewise, all youth who were present at the meetings were interviewed whether or not they were club members. Questionnaires from children under 9 or over 16 were later excluded from the study. In many cases older or younger siblings of members were at the meetings and it was easier to include them in the interviews and to discard the questionnaires later than to explain why they were not being interviewed.

The questionnaire was administered in as uniform a manner as possible by one of four trained persons from the faculty or staff of Clemson University.[2/] At least two of these researchers were present at all times. The researcher taking the lead first introduced himself or herself and the assisting researchers to the club members. It was then explained that the research was being conducted by the Department of Agricultural Economics and Rural Sociology of Clemson University for the 1890

2/ Virlyn A. Boyd, Associate Professor of Agricultural Economics and Rural Sociology; Allie Funk and Gordon Lurie, Visiting Instructors of Agricultural Economics and Rural Sociology, or Thales Parker, Research Associate in Agricultural Economics and Rural Sociology.

Table 1. Number of Respondents at Club Interviews and Camp Interviews of Special Youth Project in South Carolina, by Race and Sex, 1974

County	Club Interviews				Camp Interviews			
	Blacks		Whites & Others		Blacks		Whites & Others	
	Males	Females	Males	Females	Males	Females	Males	Females
Chesterfield								
Cash	9	17	-	-	12	8	-	-
Chesterfield	6	8	-	-	9	8	-	-
Coon Creek	8	8	-	-	3	4	-	-
Druscilla	5	5	-	-	3	-	-	-
Mt. Harmon	13	14	-	-	7	8	-	-
Georgetown								
1890 Cobra's	11	8	-	-	15	13	-	-
Andrews	-	5	-	-	2	9	-	-
Graves Station	20	18	2	-	12	7	3	1
Lane's Creek	15	20	-	-	9	10	-	-
Pee Dee	6	5	-	-	6	7	3	5
Plantersville	-	14	-	-	7	4	-	-
Santee	1	5	-	-	3	6	-	1
Waccamaw	1	11	-	-	7	6	-	4
Marlboro								
Adamsville	6	1	1	3	2	1	3	5
Bennettsville	12	11	-	-	18	17	3	4
Blenheim	17	13	-	-	10	7	-	-
Clio	11	16	1	1	1	1	-	-
McColl-Tatum	13	21	-	-	8	9	2	3
Wallace	5	6	2	-	6	6	1	-

Continued

Table 1. (Continued) Number of Respondents at Club Interviews and Camp Interviews of Special Youth Project in South Carolina, by Race and Sex, 1974

County	Club Interviews				Camp Interviews			
	Blacks		Whites & Others		Blacks		Whites & Others	
	Males	Females	Males	Females	Males	Females	Males	Females
Hampton								
Brunson	7	-	-	-	7	1	-	-
Gifford	28	17	2	-	10	-	-	-
Hampton	-	6	-	-	2	3	2	1
Lena-Furman	13	9	-	-	10	10	-	-
Varnville	-	13	-	-	5	9	2	-
Orangeburg								
Bowan	4	15	-	-	2	2	1	-
Branchville	2	5	-	-	6	8	-	-
Elloree	3	9	-	-	5	4	-	-
Eutawville	-	6	-	-	1	8	-	-
Rowesville	12	8	-	-	5	5	-	-
Vance	-	14	-	-	-	11	-	-
Club not specified or no club	-	-	-	-	84	90	8	9
Total	228	308	8	4	277	282	28	33

Extension Program (South Carolina Cooperative Extension Service) based at South Carolina State College. The club members were informed that the questionnaire was not a test and that there were no right or wrong answers -- there would be no grades. It was explained that since the purpose was to find out how the young people felt, the "right" answer was determined by how they felt about the questions.

The children were requested not to talk among themselves and not to look on each other's papers. It was explained that completing the questionnaire was voluntary. All the children elected to participate. Also, there was a clear explanation, in terms the children could understand, that their answers would be kept confidential.

The lead researcher read the questions one by one and requested the respondents to keep pace and not to go ahead of the reading. Most of the questions were forced-choice items. The children were requested to indicate by raising their hand if the reading was too fast or if they needed assistance with a particular question. This assistance was provided by members of the research team, Program Assistants, and Youth Coordinators. Counselors also assisted with the interviews at camp. These staff members were instructed to assist the children only when they asked for help. They were cautioned not to read over the children's shoulders and not to "feed" them the answers. They also assisted in assembling the children and in maintaining order and decorum during the time the questionnaire was being administered.

Conditions under which the questionnaire was administered in club meetings were often less than ideal. The clubs meet in various

facilities such as churches, schools, community centers, and private homes. In one case, the meeting was in a building used by a volunteer fire department. These places seldom had facilities (such as desks) suitable for the administration of the questionnaire. In addition, there were other distracting factors such as members baby-sitting younger siblings or the interest of the members in continuing their regular club activities.

The range in age from 9 to 16 made it difficult to pace the reading of the questionnaire to meet the needs of all the members.

At camp, though not ideal, the circumstances were better than in club meetings. Two sessions were used at each camp with the first one made up of campers aged 9-11 and the second one of those 12-16. This separation by age made it somewhat easier to administer the questionnaire. The sessions were held in the cafeteria where there were enough tables and chairs for all campers to be comfortably seated. There was still the distraction that other camp activities were more fun and the atmosphere, as expected in a camp situation, was not highly disciplined. Although the relaxed atmosphere made administration difficult, it may have encouraged more candid answers.

Information was collected from the Youth Coordinator and Program Assistants in each county concerning their evaluation of each child on some of the items included in the questionnaire administered to the children. An attempt was also made to secure information on each club and on the family background of each child. See Appendices C-F for copies of forms used for these purposes.

Counselors were requested to complete an evaluation of each of the campers living in the cabins with them on the third and eighth day of camp. The form used for this evaluation is reproduced as Appendix F.

Even though the children for the most part, seemed to be straightforward and conscientious in completing the questionnaire, six major problems were observed as follows:

1. Some of the younger children had difficulty in understanding how to answer the closed-end, multiple-choice questions. The smarter children had some difficulty with the forced choice questions because they thought of answers not included in the choices.
2. In some cases, children did not know the answers to some of the questions. For example, some did not know their parents' occupations. Younger children had not formulated job or other aspirations. Some of the children had no opinion on community involvement. These problems were not unexpected.
3. A third problem was peer group influence. Despite the efforts of the researchers, there was a tendency for some children to copy answers and for some to tell others how to answer. Often, some of the children would announce their answers aloud.
4. A fourth problem was with jokers. It was noticed, however, that some made joking answers aloud and wrote more realistic answers on their questionnaires.
5. Varying patterns of speech made it difficult for the researchers to understand the children on occasion. For example, one child stated that his father was a "busha" at the storehouse. Further questioning revealed that the child's father was a meat cutter in a supermarket.

6. A disconcertingly large proportion of the children were functionally illiterate. With the staff available, however, the number of non-responses due to poor spelling or illegible handwriting was kept to a minimum.

Study Population

After interviews were completed, the questionnaires were edited and data were punched onto IBM cards. Usable data were obtained from 509 youth at club meetings and from 559 young people at camp with 167 respondents completing interviews at both club meetings and camp. The distribution of these respondents by age, sex, and color is included in Table 2. The discrepancy in the total number of respondents at club meetings in Tables 1 and 2 is due to the exclusion from Table 2 and subsequently of all respondents under 9 and over 16 years of age.

Table 2. Study Populations by Age, Sex, Color, and Place of Interview, South Carolina 1890 Extension Special Youth Project, 1974

Age, color, and sex of respondents	Place of interview		
	Club	Camp	Both
Blacks			
Total			
All	509	559	167
Under 13	243	350	89
13 and over	266	209	78
Males			
All	228	277	78
Under 13	106	170	39
13 and over	122	107	39
Females			
All	281	282	83
Under 13	137	180	90
13 and over	144	102	39
Whites and Others			
Total			
All	10	58	5
Under 13	7	43	4
13 and over	3	15	1
Males			
All	7	28	3
Under 13	6	21	3
13 and over	1	7	-
Females			
All	3	30	2
Under 13	1	22	1
13 and over	2	8	1

CHAPTER II

Results from Club Interviews

This section of the report consists of a presentation of the responses given by the 548 young people when they were interviewed at the club meetings. A later section will present a comparison of the responses given by the 167 young people who were interviewed both at club meetings and again during their camp experience. Since the number of young people who were not blacks (white and other races) was so small, tables are not separated by race.

Educational Aspirations and Expectations

When asked to indicate what they most wanted to do about going to school, over half of the club members indicated a desire to attend college with almost one fifth wanting to take advanced work beyond a college degree (Table 3). It is interesting to note that fewer than ten percent of the young people expressed the desire to quit school before they graduated from high school. Only minor differences existed in the educational aspirations of males as compared to females.

In an attempt to distinguish between educational aspirations and educational expectations, the young people were also asked "What do you really think you will do about your education?" The distributions of answers to this question are also shown in Table 3. As would be expected, expectations were slightly lower than aspirations with the major difference being that a larger proportion of

Table 3. Educational Aspirations and Expectations of Club Members in Special Youth Program in South Carolina, 1974, by Sex

Level of education	Percentage Distribution of Club Members			
	Wanted schooling		Expected schooling	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
Quit now	1.7	2.6	3.4	1.3
Complete junior high	9.3	5.2	NA	NA
Complete high school	20.8	26.3	34.7	39.1
Business, vocational or technical school	6.8	6.7	9.3	9.0
Junior College	14.8	12.8	15.7	10.2
College	28.0	27.2	22.9	25.3
Additional studies after college	17.8	18.6	13.6	15.1
No answer	0.8	0.6	0.4	-

young people expected to end their schooling upon graduation from high school.

Occupational Aspirations and Expectations

The distribution of answers to the questions, "If you were completely free to choose any job, what would you desire most as your lifetime job?" and "What kind of job do you really expect to have most of your life?", are presented in Table 4. It is notable that there was a substantial proportion of respondents aspiring to occupations classified as "glamour." This classification includes such jobs as professional musicians, airline stewardesses, and professional athletes.

Table 4. Occupational Aspirations and Expectations of Club Members in Special Youth Program in South Carolina, 1974, by Sex

Occupational classification	Percentage Distribution of Respondents			
	Wanted Job		Expected Job	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
Professional and technical	10.6	41.7	11.0	32.1
Managers	3.8	1.0	2.5	0.3
Clerical, sales and kindred	3.0	13.5	3.0	11.5
Craftsmen and foremen	7.2	0.6	8.1	1.0
Operatives and kindred	19.9	1.0	15.7	1.3
Service workers	13.6	17.9	10.6	26.6
Laborers	6.8	3.8	10.2	7.1
Glamour occupations	28.8	12.5	25.4	8.0
Military	1.7	1.9	0.4	0.3
Non-earned income	-	-	-	-
No answer	4.6	6.1	13.1	11.8

Among the males, a low proportion indicated a desire for jobs classed as professional and technical, with a relatively high proportion aspiring to work as operatives or service workers. The fact that over four out of ten females aspire to professional and technical jobs is partially due to the inclusion in this category of such jobs as school teachers and nurses. A smaller proportion of the girls than the boys aspired to glamour occupations.

Residential Aspirations

In response to the question, "Where would you most like to live?" two thirds of the female club members but less than half of the male club members expressed the desire to live in a large city (Table 5). Conversely, more males than females indicated a desire to live in areas of lower population density with 14.0 percent of the males and only 3.2 percent of the females giving "on a farm" as their first choice of residence.

Table 5. Residential Aspirations of Black Club Members in Special Youth Program in South Carolina, 1974, by Sex

Desired residence	Sex of respondent	
	Males (N=236)	Females (N=312)
	Percent	Percent
Large city	42.8	67.0
Small city	15.7	7.4
Town near a city	14.8	14.1
Country not on farm	11.4	7.7
On a farm	14.0	3.2
No answer	1.3	0.6

Family-Related Aspirations

The questions used to elicit family-related aspirations were, "If you want to get married, at what age would you want to get married?", and "How many children would you like to have?" The

second question was restated by the interviewer as, "If you do get married, and you could have what you consider an ideal-sized family, how many children would it include?" Answers to these questions are summarized in Tables 6-8.

Table 6. Percentage of Club Members in Special Youth Project in South Carolina, 1974, Expressing Desire to Marry

	Want to Marry	
Answer	Males (N=236)	Females (N=312)
No	17.4	24.4
Yes	82.6	75.6

Table 7. Age Want to Marry for Club Members in Special Youth Project in South Carolina, 1974, Who Expressed Desire to Marry

	Sex	
Age want to marry	Male (N=195)	Female (N=236)
14-16	3.6	3.4
17-19	14.9	28.8
20-22	44.6	37.7
23-25	20.0	18.6
26 or over	14.9	9.7
No answer	2.0	1.8

Table 8. Number of Children Desired by Club Members in Special Youth Project in South Carolina, 1974

Number of children	Sex	
	Males (N=236)	Females (N=312)
	Percent	Percent
None	8.9	21.8
One	12.7	15.1
Two	34.8	42.3
Three	16.9	7.1
Four-Six	21.6	10.9
More than six	3.0	2.2
No answer	2.1	0.6
Total	100.0	100.0

It is interesting to note that a larger proportion of males than females expressed the desire to get married. The females who did desire to get married, indicated that they would like to get married and at an earlier age than their male counterparts.

The female respondents also expressed the desire for fewer children than did the males. Also, a larger proportion of the females indicated a desire to have no children if they were to get married.

Desired Level of Participation in Clubs and Organizations Next Year

It is generally assumed that participation in organized social activities is a measure of good citizenship. The target population of the Special Youth Project would be expected to have very low levels of participation. Over one-third of the club members indicated that they belonged to only one club or organization (Table 9). Clubs or organizations were loosely defined to include in addition to groups such as 4-H, Scouts, and church-related groups, any kind of organized athletic team. Since membership in the Youth Clubs sponsored by the Special Youth Project was included in this tabulation, this means that over one-third of the young people did not participate on any organized athletic team or hold membership in any organized group or club at school or church. Fewer than one-fifth of the young people reported membership in more than three clubs or organizations. Approximately two-thirds of the respondents did not hold an office in a club or organization. Patterns of participation were similar for males and females.

That the young people in this population would like to increase their participation in clubs and organizations is indicated by the responses presented in Table 10. When asked, "How many clubs and organizations would you like to belong to next year?", over two-thirds of the males and three-fourths of the females answered "more than this year" with only one out of ten indicating that they would like to be a member of fewer clubs next year. The same patterns prevailed for leadership in clubs and organizations.

Table 9. Participation in Clubs by Young People Involved in Special Youth Program in South Carolina, 1974, by Sex

Club Participation	Member in		Leader in	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
None	1.7	0.9	66.1	59.3
1	37.7	35.0	22.9	25.0
2	26.3	26.9	5.1	9.9
3	15.7	17.7	2.1	1.6
4-6	14.8	14.7	1.7	1.3
More than 6	1.7	4.5	-	-
No answer	2.1	0.3	2.1	1.6

Table 10. Desired Level of Participation in Clubs and Organizations Next Year by Club Members in Special Youth Project in South Carolina, 1974

Desired level of participation next year	Membership in Clubs		Leadership in Clubs	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
More than this year	69.1	74.4	63.2	65.4
Same as this year	18.6	17.0	25.4	25.3
Less than this year	11.9	8.0	10.6	9.3
No answer	0.4	0.6	0.8	-

Attitudes Relating to Self-determination

Responses given by the club members to three questions concerning their attitudes about the extent to which they have control of what happens to them rather than being controlled by the actions of others or luck are summarized in Table 11. It is interesting to note that six out of ten of both males and females attribute "something good" happening to them to luck but over half of the young people believe that whether they get what they want in the future will be determined by their own action.

Table 11. Attitudes Relating to Self-determination of Club Members in Special Youth Project in South Carolina, 1974, by Sex

Type of happening	Happening depends on			
	One's own action	Someone else's action	Luck	No answer
	Percent	Percent	Percent	Percent
When something good happens				
Male (N=236)	24.2	12.3	61.4	2.1
Female (N=312)	23.1	14.4	61.9	0.6
When something bad happens				
Male (N=236)	43.7	19.5	36.0	0.8
Female (N=312)	43.9	16.0	39.8	0.3
Whether or not I get what I want in the future				
Male (N=236)	55.1	9.8	33.9	1.2
Female (N=312)	58.3	9.9	31.2	0.6

School-Related Attitudes

The club members were asked to indicate the extent to which they agreed with two statements about schools. Their answers are summarized in Table 12. There was strong disagreement by one-fourth of the youth to the statement that "a young person is foolish to keep going to school if he can get a job" with another third disagreeing with the statement.

Table 12. School-Related Attitudes of Club Members in Special Youth Project in South Carolina, 1974

Level of agreement	Statement About School: A person is foolish to keep going to school if he can get a job		Statement About School: School courses are too impractical	
	Male (N=236)	Female (N=312)	Male (N=236	Female (N=312)
	Percent		Percent	
Strongly agree	14.0	10.3	15.3	11.2
Agree	12.7	13.1	17.8	23.4
Don't know	13.1	17.9	19.9	19.2
Disagree	33.1	31.4	30.1	28.9
Strongly disagree	24.2	26.0	14.4	16.0
No answer	2.9	1.3	2.5	1.3

There might be cause for concern, however, in the fact that approximately one-fourth of the young people agreed with the statement. It is logical to assume that the target population of this special youth project are likely candidates to drop out of school and these attitudes indicate that this is the case.

This assumption is further indicated by the fact that over one-fourth of the club members agreed with the statement that school courses are too impractical.

Looking-Glass Self

A series of four questions was asked in an attempt to get some indication of how the young people felt they were viewed by other people. The questions were asked for (a) most of your teachers, (b) your mother, (c) your program assistant (special youth project para-professional) and (d) other people your own age (Questions 39-42). The questions were phrased "Would you say _____ think(s) you are (1) a wonderful person, (2) a pretty nice person, (3) an average person, (4) a little bit of a nice person, or (5) not such a nice person?" The responses are summarized in Table 13.

The most favorable responses occurred for mothers and peers while the lowest proportion indicating "a wonderful person" occurred for teachers. It is possible that this response supports the fairly common belief that school teachers respect the values of the middle class segment of society from which a majority of the teachers come.

Club-Related Attitudes

The answers to three questions asked the club members about their participation in their favorite club or organization are summarized in Table 14. Less than half of the young people

Table 13. Looking-Glass Self Attitudes of Club Members in Special Youth Project in South Carolina, 1974

Kind of person others think I am	Other Persons							
	Teachers		Mother		Prof. Asst.		Others Own Age	
	Male	Female	Male	Female	Male	Female	Male	Female
Wonderful person	28.0	36.2	45.8	48.7	33.5	36.5	42.4	48.4
Pretty nice person	32.2	37.5	25.8	27.6	39.4	37.3	35.2	33.3
Average person	19.1	15.4	15.2	10.3	hl.4	13.8	11.4	9.6
Little bit of nice person	13.6	5.8	8.5	8.3	9.3	8.0	6.8	5.2
Not such a nice person	5.5	2.9	3.4	4.2	5.5	3.8	3.4	2.2
No answer	1.6	2.2	1.3	0.9	0.9	0.6	0.8	1.3

Table 14. Club-Related Attitudes of Club Members in Special Youth Project in South Carolina, 1974

How much of the time	In Your Favorite Club					
	Are Club activities interesting to you?		Do leaders give you a chance to have your say?		Do Club members follow your ideas?	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
	Percent		Percent		Percent	
All of the time	40.2	39.7	30.1	34.6	13.6	9.0
Most of the time	28.0	36.6	34.3	34.3	25.4	30.8
Some of the time	19.1	19.2	23.3	21.8	39.9	43.9
Seldom	8.9	4.2	9.8	8.7	18.6	15.7
No answer	3.8	0.3	2.5	0.6	2.5	0.6

indicated that the club activities were interesting to them all the time, while almost ten percent of the males reported that club activities were seldom interesting. A larger proportion of both males and females indicated that other club members seldom followed their ideas.

Community-Related Attitudes

As would be expected of the age group represented in the clubs in the special youth project, no strong feeling was expressed for the need for new community development programs. See Table 15. The greatest level of agreement was to the statement that young people do not have enough say about community affairs. Over one-third of the young people expressed agreement with the idea that community improvement should be left to community leaders.

Miscellaneous Attitudes

An attempt was made to get the young people to indicate their feelings about their self worth and about their success in the world of their peers and in the adult world. Positive changes on some of these measures during the participation of the young person in the special youth project would be an indication of the success of the program in meeting some of its objectives by bringing about changes in the attitudes of the participants. Because of the number of these items, the responses are included as Appendix Tables 1-3 in Appendix F.

Table 15. Attitudes Toward Community Improvement of Club Members in Special Youth Project in South Carolina, 1974

Level of agreement with Statement	Attitudes About Community							
	See no need for community development program		What is good for the community is good for me		Young people do not have enough say in community affairs		Community improvement should be left to community leaders	
	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)	Male (N=236)	Female (N=312)
	Percent		Percent		Percent		Percent	
Strongly agree	15.7	16.0	21.6	21.5	27.5	29.8	16.9	12.0
Agree	23.3	21.2	33.9	26.3	36.9	28.2	26.3	18.9
Don't know	25.9	30.8	23.7	27.6	14.8	18.6	18.2	30.1
Disagree	19.0	17.0	12.8	16.0	14.4	17.6	22.5	21.1
Strongly disagree	13.6	14.1	6.3	8.0	4.7	5.4	14.0	16.0
No answer	2.5	0.9	1.7	0.6	1.7	0.4	2.1	1.9

CHAPTER III

Comparison of Responses at Club Interviews with Responses at Camp Interviews

As explained earlier in the section on methods and procedures, an attempt was made to have participants in the special youth program complete one questionnaire at a club meeting and then a second questionnaire the second Monday of the special youth camp for each of the five counties. The purpose of this was to allow for analysis of the extent of change in attitudes of the young people after their participation in the special youth program.

Several difficulties were encountered in this procedure. The first was that while 519 young people were interviewed at the club meetings and 617 were interviewed during the special camp, only 172 of these were interviewed at both places, see Table 2. Reasons for this lack of "overlap" and other problems will be explored in Chapter IV. Since only 5 whites were interviewed both times, it was decided to limit the comparison to the blacks. The remainder of this chapter will consist of a comparison of the responses given by the 167 black youth who completed both questionnaires.

Changes in Educational Aspirations

A comparison of the educational aspirations of the 78 black males and of the 89 black females who were interviewed both at club meetings and during the camp is given in Table 16. Examination of these data reveals no statistically significant changes in responses.

Table 16. Changes in Percentage Distribution of Educational Aspirations from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Level of educational aspiration	Males (N=78)			Females (N=89)		
	Club interview	Camp interview	Change	Club interview	Camp interview	Change
Quit now	-	1.3	+1.3	1.1	2.2	+ 1.1
Complete jr. high	7.7	6.4	-1.3	5.6	5.6	-
Complete high school	12.8	17.9	+5.1	22.5	24.7	+ 2.2
Commercial or technical	7.7	3.8	-3.9	6.7	9.0	+ 2.3
Jr. college	17.9	16.7	-1.2	13.5	15.8	+ 2.3
College	34.7	35.9	+1.2	27.0	32.6	+ 5.6
Graduate school	17.9	16.7	-1.2	23.6	9.0	-14.6
No answer	1.3	1.3	-	-	1.1	+ 1.1

Changes in Occupational Aspirations

Although there was a noticeable drop in the percentage of black males aspiring to "glamour" occupations, it also is apparent from examination of the data presented in Table 17 that there was no discernible trend of change from club responses to camp responses for the youth studied.

Changes in Place of Residence Aspirations

The proportion of both black males and black females who expressed the desire to live in a large city decreased between the club interviews and the camp interviews (Table 18). On the other hand, there was an increase in the proportion who expressed the desire to live in a town. These changes did not prove to be statistically significant.

Table 17. Changes in Percentage Distribution of Occupational Aspirations from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Occupational aspirations	Males (N=78)			Females (N=89)		
	Club	Camp	Change	Club	Camp	Change
Professional	6.4	10.3	+ 3.9	42.7	39.3	- 3.4
Managers	5.2	3.8	- 1.4	-	-	-
Clerical and sales	-	2.6	+ 2.6	14.6	19.1	+ 4.5
Craftsmen	3.8	6.4	+ 2.6	-	-	-
Operatives	19.2	25.6	+ 6.4	2.2	4.5	+ 2.3
Service workers	15.4	14.1	- 1.3	19.1	19.1	-
Laborers	7.7	1.3	- 6.4	3.4	5.6	+ 2.2
Glamour	41.0	21.8	-19.2	12.4	7.9	- 4.5
Military	1.3	-	- 1.3	2.2	1.1	- 1.1
Non earned	-	-	-	-	-	-
No answer	-	14.1	-14.1	3.4	3.4	-

Table 18. Change in Percentage Distribution of Place of Residence Aspirations from Club Interview to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Place of residence aspirations	Males (N=78)			Females (N=89)		
	Club interview	Camp interview	Change	Club interview	Camp interview	Change
Large city	52.6	47.4	- 5.2	74.2	58.4	-15.8
Small city	9.0	10.3	+ 1.3	5.6	7.9	+ 2.3
Town	16.7	18.0	+ 1.3	10.1	22.5	+12.4
Country	9.0	6.4	- 2.6	7.9	6.8	- 1.1
Farm	12.7	14.1	+ 1.4	2.2	2.2	-
No answer	-	3.8	+ 3.8	-	2.2	+ 2.2

Changes in Desired Age of Marriage

Changes in desired age of marriage are shown in Table 19. No discernible trends are seen from an examination of these data.

Table 19. Changes in Desired Age of Marriage of Those Expressing Desire to Marry from Club Interview to Camp Interview of Members of Special Youth Program in South Carolina, 1974

Age want to marry	Males (N=78)			Females (N=89)		
	Club interview	Camp interview	Change	Club interview	Camp interview	Change
Don't want to marry	16.7	11.5	- 5.2	25.8	19.2	- 6.6
14-16	1.3	-	- 1.3	4.5	2.2	- 2.3
17-19	12.8	16.7	+ 3.9	29.2	23.6	- 5.6
20-22	33.3	30.8	- 2.5	22.5	38.2	+15.7
23-25	19.2	23.0	+ 3.8	13.5	10.1	- 3.4
26 or older	16.7	15.4	- 1.3	4.5	2.2	- 2.3
No answer	-	2.6	+ 2.6	-	4.5	+ 4.5

Changes in Number of Children Desired

Just as there was no discernible pattern to the changes expressed as to age of marriage, small variations both up and down occurred in the number of children desired (Table 20).

Table 20. Changes in Number of Children Desired from Club Interviews to Camp Interviews of Members of Special Youth Program in South Carolina, 1974

Number of children desired	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Change
One	11.5	9.0	- 2.5	16.9	13.4	- 3.5
Two	35.9	38.5	+ 2.6	48.3	50.6	+ 2.3
Three	12.8	10.2	- 2.6	9.0	9.0	-
4-6	30.8	29.5	- 1.3	6.7	9.0	+ 2.3
More than 6	1.3	-	- 1.3	1.1	-	- 1.1
None	7.7	7.7	-	18.0	13.5	- 4.5
No answer	-	5.1	+ 5.1	-	4.5	+ 4.5

Changes in Desired Level of Participation in Clubs and Organizations

One of the stated goals of the Special Youth Program was to make the participants better citizens. One possible way for this improvement to occur would be for the young people to have an increased participation level in clubs and organizations. However, the data presented in Table 21 do not indicate such an increase. Instead, the changes are such that again no discernible pattern of change is evident.

Table 21. Changes in Desired Level of Participation in Clubs and Organizations Next Year from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Level of participation next year	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Change
A. Membership in Club						
More than this year	70.5	64.2	- 6.3	67.4	65.2	- 2.2
Same as this year	21.8	25.6	+ 3.8	24.8	22.4	- 2.4
Less than this year	7.7	6.4	- 1.3	6.7	12.4	+ 5.7
No answer	-	3.8	+ 3.8	1.1	-	- 1.1
B. Leadership in Club						
More than this year	73.0	65.4	- 7.6	61.8	60.7	- 1.1
Same as this year	24.4	30.8	+ 6.4	28.1	28.1	-
Less than this year	2.6	3.8	+ 1.2	10.1	10.1	-
No answer	-	-	-	-	1.1	+ 1.1

Changes in Attitudes Relating to Self-determination

Changes in answers to three questions asking respondents how much one is able to control his own fate or future are summarized in Table 22. Although there was a slight increase in the proportion of blacks of both sexes who felt that what they get in the future will depend on what they do, these results were not statistically significant.

Changes in School-Related Attitudes

Changes in responses to two questions relating to school are given in Table 23. For the males there was an increase in the proportion who agreed that a person is foolish to keep going to school if he can get a job. Also, a higher proportion of the black males expressed agreement that school courses are impractical when they were interviewed the second time.

Changes in Looking-Glass Self Attitudes

Four questions were used to determine how the young people felt others saw them. They were asked what kind of persons they thought that (a) their program assistants,* (b) most of their teachers, (c) their mother, and (d) other persons their age thought they were. Answers to these questions are summarized in Table 24. It is of interest to note that the proportion indicating that others their own age felt they were a wonderful person or a pretty nice person increased between the club

* Paraprofessional working as an adult leader with their club.

Table 22. Changes in Attitudes Relating to Self-determination from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Type of happening	Males (N-78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp Interviews	Change
A. When Something Good Happens Happening depends on						
I made it happen	26.9	33.3	+ 6.4	23.6	23.6	-
Someone else made it happen	16.7	17.9	+ 1.2	13.5	12.4	- 1.1
Just lucky	55.1	44.9	-10.2	62.9	61.8	- 1.1
No answer	1.3	3.9	+ 2.6	-	2.2	+ 2.2
B. When Something Bad Happens Happening depends on						
What I do	44.9	44.9	-	42.7	38.2	- 4.5
What someone else does	17.9	14.0	- 3.9	15.7	13.5	- 2.2
Just unlucky	35.9	38.5	+ 2.6	41.6	48.3	+ 6.7
No answer	1.3	2.6	+ 1.3	-	-	-
C. Whether or Not I Get What I Want in the Future Depends on						
What I do	53.8	61.5	+ 7.7	58.4	59.6	+ 1.2
What someone else does	15.4	6.4	- 9.0	9.0	9.0	-
Luck	30.8	26.9	- 3.9	32.6	31.4	- 1.2
No answer	-	5.2	+ 5.2	-	-	-

Table 23. Changes in School-Related Attitudes from Club Interviews to Camp Interviews of Members of Special Youth Program in South Carolina, 1974

Level of agreement with statements about school	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Changes
A. A person is foolish to keep going to school if he can get a job						
Agree	15.4	28.2	+12.8	21.3	20.2	- 1.1
Don't know	12.8	7.7	- 5.1	22.5	15.8	- 6.7
Disagree	69.2	57.7	-11.5	56.2	52.8	- 3.4
No answer	2.6	6.4	+ 3.8	-	11.2	+11.2
B. School courses are impractical						
Agree	25.7	42.3	+16.6	31.5	31.5	-
Don't know	17.9	11.5	- 6.4	21.3	25.8	+ 4.5
Disagree	56.4	38.5	-17.9	46.1	30.3	-15.8
No answer	-	7.7	+ 7.7	1.1	12.4	+11.3

Table 24. Changes in Looking-glass Self Attitudes from Club Interviews to Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Kind of person others think I am	Males (N=78)			Females (N=89)		
	Club Interviews	Camp Interviews	Change	Club Interviews	Camp Interviews	Change
A. Program Assistant						
Wonderful or pretty nice	78.2	67.9	-10.3	83.1	82.0	- 1.1
Average	10.3	14.2	+ 3.9	7.9	13.5	+ 5.6
Little bit[1/]	10.2	12.8	+ 2.6	9.0	4.5	- 4.5
No answer	1.3	5.1	+ 3.8	-	-	-
B. My Teachers						
Wonderful or pretty nice	69.2	75.6	+ 6.4	77.5	82.0	+ 4.5
Average	14.1	14.1	-	10.1	10.1	-
Little bit[1/]	15.4	6.4	- 9.0	12.4	7.9	- 4.5
No answer	1.3	3.9	+ 2.6	-	-	-
C. My Mother						
Wonderful or pretty nice	82.0	71.8	-10.2	82.0	86.5	+ 4.5
Average	7.7	17.9	+10.2	9.0	7.9	- 1.1
Little bit[1/]	9.0	7.7	- 1.3	9.0	4.5	- 4.5
No answer	1.3	2.6	+ 1.3	-	1.1	+ 1.1
D. Others my own age						
Wonderful or pretty nice	55.2	69.2	+14.0	67.4	74.2	+ 6.8
Average	25.6	14.1	-15.5	16.9	14.6	- 2.3
Little bit[1/]	17.9	15.4	- 2.5	14.6	9.0	- 5.6
No answer	1.3	1.3	-	1.1	2.2	+ 1.1

1/ Little bit of a nice person or not such a nice person.

interview and the camp interview. On the other hand, their appraisal of what adults thought of them had declined somewhat. Although these data are also inconclusive, they might suggest that the experience in the clubs and the camp had increased the confidence the young people had in their ability to get along with people their own age.

Changes in Club-Related Attitudes

Answers given by the young people to questions about participation in their favorite club are included in Table 25. The proportion indicating that activities in their favorite club were always interesting decreased from the first to the second interview. There was, however, an increase in the proportion who indicated that club members followed their ideas all or most of the time. This again could be taken as an indication that the participants felt more confident in their dealings with others their own age.

Changes in Attitudes Toward Community Improvement

Examination of the responses to questions about attitudes toward community improvement reported in Table 26 reveals no definite pattern of change. The reactions of the respondents during the interviews led the researchers to believe that there was little or no understanding of the concept of community improvement on the part of the program participants.

Table 25. Changes in Club-related Attitudes between Club Interviews and Camp Interviews of Members of Special Youth Program in South Carolina, 1974

In Your favorite club, how much of the time	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Change
A. Are club activities interesting to you?						
All of the time	42.3	24.5	-17.8	43.8	27.0	-16.8
Most of the time	28.2	53.8	+25.6	33.7	32.6	- 1.1
Some of the time	19.2	11.5	- 7.7	21.3	25.8	+ 4.5
Seldom	5.1	3.8	- 1.3	1.2	4.5	+ 3.3
No answer	5.2	6.4	+ 1.2	-	10.1	+10.1
B. Do leaders give you a chance to have your say?						
All of the time	24.4	21.8	- 2.6	38.2	25.8	-12.4
Most of the time	39.7	44.9	+ 5.2	37.1	33.8	- 3.3
Some of the time	24.4	19.2	- 5.2	16.8	23.6	+ 6.8
Seldom	9.0	9.0	-	6.7	6.7	-
No answer	2.5	5.1	+ 2.6	1.2	10.1	+ 8.9
C. Do club members follow your ideas?						
All of the time	7.7	15.4	+ 7.7	12.4	10.1	- 2.3
Most of the time	26.9	30.8	+ 3.9	20.2	29.2	+ 9.0
Some of the time	43.6	37.2	- 6.4	53.9	37.1	-16.8
Seldom	20.5	11.5	- 9.0	11.3	13.5	+ 2.2
No answer	1.3	5.1	+ 3.8	2.2	10.1	+ 7.9

Table 26. Changes in Attitudes Toward Community Improvement between Club Interviews and Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Level of agreement with statements about community improvement	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Change
A. See no need for community improvement (Q56)						
Strongly agree	12.8	19.2	+ 6.4	16.8	12.4	- 4.4
Agree	24.4	33.3	+ 8.9	22.5	28.1	+ 5.6
Don't know	24.4	20.5	- 3.9	37.1	32.6	- 4.5
Disagree	23.0	12.8	-10.2	13.5	11.2	- 2.3
Strongly disagree	12.8	6.4	- 6.4	10.1	7.9	- 2.2
No answer	2.6	7.8	+ 5.2	-	7.8	+ 7.8
B. What is good for community is good for me (Q57)						
Strongly agree	24.4	25.6	+ 1.2	20.2	18.0	- 2.2
Agree	34.7	28.2	- 6.5	28.1	32.6	+ 4.5
Don't know	17.9	23.1	+ 5.2	27.0	22.5	- 4.5
Disagree	17.9	11.6	- 6.3	19.1	9.0	-10.1
Strongly disagree	5.1	5.1	-	4.5	10.0	+ 5.5
No answer	-	6.4	+ 6.4	1.1	7.9	+ 6.8
C. Young people do not have enough say (Q58)						
Strongly agree	34.6	35.9	+ 1.3	31.5	27.0	- 4.5
Agree	37.2	29.5	- 7.7	20.2	25.8	+ 5.6
Don't know	12.8	11.5	- 1.3	20.2	20.2	-
Disagree	12.8	14.1	+ 1.3	21.3	12.4	- 8.9
Strongly disagree	2.6	2.6	-	6.8	4.5	- 2.3
No answer	-	6.4	+ 6.4	-	10.1	+10.1

Continued

Table 26. (Continued) Changes in Attitudes Toward Community Improvement between Club Interviews and Camp Interviews of Members in Special Youth Program in South Carolina, 1974

Level of agreement with statements about community improvement	Males (N=78)			Females (N=89)		
	Club interviews	Camp interviews	Change	Club interviews	Camp interviews	Change
D. Community improvement should be left to community leaders (Q59)						
Strongly agree	11.5	15.4	+ 3.9	13.5	12.4	- 1.1
Agree	25.6	29.5	+ 3.9	25.8	27.0	+ 1.2
Don't know	23.1	20.5	- 2.6	28.2	28.1	- 0.1
Disagree	30.8	20.5	-10.3	19.1	10.1	- 9.0
Strongly disagree	9.0	9.0	-	11.2	11.2	-
No answer	-	5.1	+ 5.1	2.2	11.2	+ 9.0

CHAPTER IV

Conclusions, Observations, and Recommendations

The purpose of this evaluation effort was to assess the effectiveness of the Special Youth Project in meeting its objectives. The research design decided on was to attempt to measure changes in attitudes of the participants in the project that would reflect the attainment of the goals or objectives of the project.

Conclusions

As reported in the preceding chapter, this research effort failed to measure any pattern of statistically significant changes in the attitudes of the young people participating in the project. It would be incorrect, however, to conclude that no changes occurred. Rather, the conclusion reached is that this attempt to measure changes in attitudes was unsuccessful. This lack of success could have been due to any one or some combination of factors that will be examined in the following paragraphs.

Reasons for Failure to Measure Change

Some of the possible reasons for the failure to measure changes in the attitudes of the program participants are as follows:

(a) One possibility is, of course, that no change occurred.

(b) Another possible reason is that the questionnaire was too sophisticated for the respondents. A large proportion of the young people were both economically and educationally disadvantaged. The participants were not familiar with

some of the concepts used in the questionnaire. There was also some indication that the time required to administer the questionnaire exceeded the "attention-span" of some of the program participants.

(c) Variations in time lapse between questionnaires. There was no uniform time lapse between the interviews with a variation from two to five or six weeks. It would have been much more desirable to have administered the first questionnaire as the young people entered the program. As it was, some of them had been in the program two or more years while others had just entered. Thus, any attitude changes brought about by participation in club programs or in camps the two previous summers would not have been measured.

(d) Lack of "overlap" in interviews. While 519 young people were interviewed at the club meetings in the five counties and 617 were interviewed at the five camping sessions, two interviews were obtained from only 172 persons. This was due to the fact that many of the participants in the club meetings did not attend the camp session and many of those who attended the camp sessions were not regular participants in the club programs or at least were absent the day of the club interview. Many of the older club members did not attend the camp session because they had secured part-time or regular employment for the summer period and did not choose to forego the income from their jobs.

In addition, some of the county personnel seemed to feel that they should fill their allotted "slots" for the camp session. (Each county was allowed to bring approximately 150 campers for a 10-day session.) They attempted to fill these "slots" by enlisting eligible people who had not been participating in the club meetings to attend the camp session.

Observations

1. Variations in Program

As the research team visited the counties to conduct the club interviews, and became more familiar with the program as conducted in each of the five counties, it became apparent that there was no one uniform program. Instead, there were five different programs being conducted one in each county.

This observation should not be construed to be a criticism of the program. On the other hand, it was possibly one of its strongest features. Each of the five counties had developed a program that was geared to the interests of the young people and to the interests and abilities of the county staff. In one county, athletic participation was stressed with activities centering around a county-wide softball league with each of the youth clubs entering a team. In another county, personality and attitude development was stressed. In one county, projects similar to the traditional 4-H type program were the primary activity. In this manner, the interests and proclivities of the youth and their leaders were maximized. Even though this did make for a better program, it also made evaluation of the total program more difficult.

2. Individual Development

Although this effort yielded no empirical evidence in this regard, one very strong "impressionistic" observation had to do with the individual development of the participants and their parents. It seemed evident to the research team that positive benefits had accrued both to the youth club members and, also in some cases, to their parents. This came about through the involvement of the several hundred youth aged 9-16 from disadvantaged families in the five counties in group activity that was not normally available to them. Many of the children reported no organized group activity other than the youth clubs. Their participation in the youth clubs and/or camp experience would have positive benefits toward making them "better" citizens in the future. Likewise, the instances where the parents were also involved in the programs in such ways as supervising dances and other social activities would possibly result in positive benefits.

It was the impression of the researchers that these benefits were especially valuable for the segment of the population being reached by the program.

3. Indications of Benefits from Participation

Even though there were no changes that proved to be statistically significant, some of the results of the research suggest that beneficial or desirable changes may have occurred to the participants in the special youth program.

One of these benefits respondents expressed is the desire for increased participation in clubs and organizations next year as compared to the year of the interview. The decline in the proportion of black males aspiring to "glamour" occupations could have been influenced by

participation in the special youth program. There was also some indication that the confidence the young people had in their ability to get along with people their own age had increased between the time of the club interview and the camp interview.

Recommendations

The results of this effort reinforce the standard plea of researchers asked to do evaluation research. In this instance, as is so often the case, the evaluation effort was introduced after the program was well under way. In this case the evaluation effort was started during the third year of the special program.

The members of the research team believe that the evaluation effort would have been more meaningful if it had been initiated with the beginning of the project. They also believe that the benefits derived from the research would have been greater if the evaluation effort had been designed as the project goals were being formulated and as the project itself was being designed and planned.

It is also suggested that anyone undertaking an evaluation of other educational programs of an informal nature might consider adapting both the research design and the research instruments used in this effort.

APPENDIX A

PROJECT STATEMENT

A PROGRAM FOR RURAL YOUTH FROM LOW-INCOME FAMILIES

A Proposal Submitted to and Approved by
Extension Service - USDA for Special Need Funds

R. L. Hurst, Coordinator
1890 Extension Program

Cooperative Extension Service
South Carolina State College, cooperating with
Clemson University and USDA

The 1890 Extension funds allocated to South Carolina State College have been assigned to projects designed to upgrade the quality of life for low-income rural families. South Carolina State College and Clemson University jointly chose to work with such projects as (1) rural community revitalization, (2) improving the quality of homelife, and (3) youth programs intended to lift the aspirations and productivity of low-income rural youth.

The youth program has received, and probably will continue to receive, major interest. It is our belief that if disorganized rural America is to ever be revitalized it will come through the efforts of rural youth.

Justification

As the 1890 Extension program examined needs of rural families and the extent to which their most pressing needs are being met, we assigned youth programs top priority. It is the philosophy of this program that the strength of rural South Carolina -- and indeed rural America -- depends upon the attitude of rural youth and their willingness to undertake creative and productive ventures that will reestablish rural community organizations at the grassroots level.

Most youth in rural South Carolina come from families whose annual income is less than $4,000. Many youngsters from low-income families become dissatisfied with their lot at an early age. Their desires for goods and services are by far in excess to their meager means, and most of them leave the rural areas in search of a better life. This farm-to-city migration not only weakens the institutional fiber of rural communities but also concentrates a mass humanity in urban centers far beyond available economic opportunity. Thus youngsters find themselves in an alienated community with no saleable skills, and too many resort to jungle warfare for economic survival.

If the youth problems of central cities are to be treated seriously, we shall have to make rural America more attractive to young folk because urban problems often start with youth migration from the rural communities. The rural-to-urban youth movement began at a time when economical, educational, and social opportunities for low-income rural youth were greater in urban areas than in rural areas. But today, this is not true, especially for the untrained rural youngsters.

Rural communities have begun to attack the problem of their untrained human resource, but it seems that they face the problem "too little and too late". Technical or vocational schools are available well within commuting distance of most rural families in the state. Young people can learn a saleable skill at these centers if they would only attend. It seems, however, that false reports, rumors, lack of aspirations, and the belief that smart people get "something for nothing" are diverting the active interest of youngsters into wasted human effort. This general belief that seems to be so common among many young people must be corrected. We believe that a supervised camping experience will do much to dispel such opinions.

Objectives

The youth project is intended not only to lift the aspirations of low-income rural youth but also to help them prepare for a better life. The principal focus of this effort is on the 9 to 16 age group. These youngsters are being organized into community youth clubs to generate such activities as (1) recreation; (2) arts and crafts; (3) youth outreach efforts that include community beautification, voter registration, and volunteer work with the most needy; (4) athletic groups; (5) general buzz sessions on improper use of drugs, sex education, economic systems, how to qualify for the better jobs, political systems, and patriotism.

The most immediate objective is to provide this group an opportunity to belong to an organized action club supervised by trained youth counselors and then to challenge them into self-help efforts. It is intended to create the desire in these youngsters to be as good as anyone else and work to that end.

The long-range outcome is expected to help change their basic orientation and help them develop into well-adjusted adults -- both economically and socially.

Procedure

Black and white campers in the 9 to 16 age group will be selected from rural families with an income at or below the established poverty level. These youngsters may be in school or they may be dropouts as long as their parents or guardians are members of the 1890 rural development program. They must reside in the homes of these parents. They will be recruited by program aides in the county.

Each county will supply 200 campers who did not attend state 4-H club camp last year and who will not attend during the 1973 summer for lack of money. The comfortable capacity of Camp Harry Daniels near Elloree, South Carolina, is 200 campers. Four counties will participate in the program for two weeks each. All expenses including transportation to and from camp, insurance, lodging, food, educational equipment, personal necessities (e.g., soap, towels, toothpaste, toothbrushes), cost of instruction, educational supplies, and recreational equipment will be borne by the program.

Twelve high school and college students will be employed as camp counselors. These counselors must demonstrate skills in subject-matter areas -- such as arts and crafts, music, dancing, industrial arts, cosmetics, sociology, and student counseling; and must display a firm but empathetic attitude. Counselors will be the key personnel in keeping activities rolling from 7:00 a.m. until 10:30 p.m.

The daily camping program will include the following activities:

1. Flag raising ceremony — 7:00 A.M.
2. Close order drill — 7:15 A.M.
3. Breakfast — 7:30 A.M.
4. Barracks inspection — 8:00 A.M.
5. Group activities — 9:00 A.M.
   a. Instruction in hygiene and sanitation
   b. Instruction in industrial arts
   c. Instruction in personal grooming
   d. Instruction in arts and crafts
   e. Instruction in food habits and proper nutrition
   f. Discussion on economic and political systems
   g. Discussion on job opportunities and how to qualify
   h. Instructional swimming
   i. Instructional fishing
   j. Instructional dancing
   k. Instructional singing
6. Lunch — 1:00 P.M.
7. Free time and special-interest activities — 2:00 P.M.
   a. Industrial arts
   b. Arts and crafts
   c. Recreational swimming
   d. Recreational fishing
   e. Basketball
   f. Badminton
   g. Softball
   h. Group singing

8.	Dinner	6:00 P.M.
9.	Social hour in Recreation Building (except on Wednesday)	7:30 P.M.
10.	Talent show (Wednesday evening)	7:30 P.M.
11.	Sotfball each evening	8:30 P.M.
12.	Vespers each evening	10:00 P.M.
13.	Canteen	10:30 P.M.
14.	Bedtime	11:00 P.M.
15.	Dance (Saturday evening)	8:00 P.M.
16.	Church Service (Sunday)	9:30 A.M.
17.	Write letters home (Saturday and Sunday)	
18.	Camping trip (Saturday)	
19.	Boat ride (Sunday)	

Camp discipline will be charged to the nine county program aides who will attend camp and sleep in the barracks with campers from their communities. Program aides will be responsible for bed check, sick call, and muster.

Four cooks and two kitchen helpers will prepare and serve three meals per day in the camp kitchen, with sufficient food for everyone. Kitchen helpers will clean utensils, kitchen, and steam tables after each meal.

One maintenance worker will keep the electrical, sewage, and water systems working. One man will keep the buildings and grounds functional and will also dispose of solid waste.

A male director and a female co-director will plan and direct all camping activities. They will supervise the staff and will be responsible to the project leader who will be responsible to the State Director of Cooperative Extension Service.

Evaluation and Reporting

The program will be evaluated in part by having campers answer some questions that measure their attitudes, aspirations, and their individual adjustment to the socio-economic system on their first day at camp. After a 10-day stay the same questions, in somewhat different wording, will be answered again by the campers. The individuals' first answer will be compared with their second answers to measure any covert changes.

Counselors will be instructed to observe behavior patterns of their groups during the first week of camp and will give special attention to apparently confused campers. Behavior patterns of campers will also be observed during the last week of camping. A report, identifying noticeable changes in attitudes and physical behavior, will be submitted by counselors to the directors who will analyze and pass on to the project leader.

The third evaluation will be made by the youth program coordinator in the home communities. Such an evaluation will determine how well these youngsters participate in useful activities in the home community after they return from camp. It will show whether self-images have changed and, if so, in what directions. This report will be submitted by the youth coordinators to the camp directors within the first month after camp.

Results of this camping experience will be made available to the other 1890 Extension Coordinators to provide a model for mobilizing interest among low-income youth in a self-help effort.

South Carolina State College, in cooperation with Clemson University, conducted a summer camp program at Camp Daniels, Elloree, South Carolina, on a limited basis in 1972 for youngsters of low-income rural families. Some $40,000 of the 1890 Extension allocation to South Carolina was used for this purpose by special permission. Although the main purpose of this camping experience was to lift the sights of these youngsters, we observed in addition (1) the willingness of low-income parents to have their youngsters participate in a camping experience, (2) a positive attitude of low-income white parents to have their youngsters participate in camping activities with black youngsters from their home community, (3) an agreeable attitude of white campers to black leadership, and (4) a positive interaction between black and white youngsters in such competitive activities as softball and swimming; and in buzz sessions on dope, sex education, and their opinion of a good life.

The results of this summer camp was beyond our most elastic imagination. I have had the privilege to meet with other 1890 Extension Coordinators and describe the organization, conduct, direction, and funding of our summer camp, which was held between June 1 and July 28, 1972, and exposed some 600 low-income youth to a type of youthful activity that only twelve of the group has experienced before.

Personnel

Dr. R. L. Hurst, Coordinator of 1890 Extension Program for South Carolina, will be the project leader. His academic training includes the B.S. degree from Tennessee State University; M.S. from the University of Minnesota; and a Ph.D. from the University of Missouri, with a major concentration in agricultural economics and minor work in rural sociology. He was reared on a farm in southern Mississippi and has spent most of his professional life working with low-income families and their youngsters.

L. G. Chavous, Assistant State Coordinator, 1890 Extension Program, will coordinate the camping program. His academic training includes the B.S. degree in agricultural education from South Carolina State College, the M.S. in poultry science from the University of Rhode Island and is a Ph.D. candidate from Michigan State University. Since his graduation from South Carolina State College in 1959, Mr. Chavous has taught agricultural subjects at the secondary and college level. His major area of concentration is poultry science.

C. A. Brown, camp director, has a B.S. degree in agriculture from South Carolina State College. He has done additional study in Extension work. He was reared on a farm in South Carolina and spent his first 24 professional years as Negro County Agent and Associate County Agent in Marion County, South Carolina.

Mrs. L. J. Limehouse, camp director, has a B.S. degree in home economics from South Carolina State College. She has done additional study in Extension methods. Mrs. Limehouse grew up in Orangeburg County, South Carolina and spent some 25 years as an Extension Home Economist.

Samuel D. Bass, Youth Coordinator in Chesterfield County, has a B.S. degree in agronomy from Clemson University.

Clifton C. Knox, Youth Coordinator in Georgetown County, has a B.S. degree in elementary education from Allen University, Columbia, South Carolina.

Harold D. Williams, Youth Coordinator in Hampton County, has a B.A. degree in social sciences from Fort Valley State College, Fort Valley, Georgia. Mr. Williams has done additional study in guidance and counseling.

Sammie Jackson, Youth Coordinator in Marlboro County, has a B.A. degree in sociology from Paine College, Augusta, Georgia. He has done additional study at Emory University, Atlanta, Georgia.

Mrs. A. R. Gilmore, Youth Coordinator in Orangeburg County, has a B.S.H.E. degree in home economics from Limestone College, Gaffney, South Carolina.

Budget June 1 to August 1, 1973

1. Federal Funds		$ 40,000.00
2. State Contribution		2,600.00
	TOTAL	$ 42,600.00
Salaries	$ 10,500.00	
Transportation	2,500.00	
Equipment	2,000.00	
Food and other items	25,000.00	

Cost per camper per two-week encampment - $53.25

This project is requested to extend over a three-year period, which will require $120,000 of federal funds.

APPENDIX B

QUESTIONNAIRE

Number _____

1890 Extension Service

Special Youth Study

Conducted by

Department of Agricultural Economics and Rural Sociology
Clemson University

in cooperation with

1890 Extension Program

South Carolina State College

Summer 1974

This set of questions is part of a study of young people enrolled in the Special Youth Project of the 1890 Extension Program. It is not a test. There are no right or wrong answers. We are only interested in finding out your opinions about these questions. No one in your county will ever see your answers. Special precautions will be taken to keep your replies confidential.

Thank you for your cooperation.

1. I am a:

   1) Male _____ 2) Female _____

2. On my last birthday, I was _____ years old.

3. My race is: 1) Black _____ 3) Oriental _____ 5) Other _____

   2) White _____ 4) Indian _____

4. Check by the following people who live in your house.

   1) Mother _____ 3) Brother(s) _____ 5) Grandmother _____ 7) Other _____

   2) Father _____ 4) Sister(s) _____ 6) Grandfather _____

5. Is your father working?

   1) Yes _____

   2) Not working, looking for work _____

   3) Not working, not looking for work _____

   4) Not living _____

6. What is (or was) your father's main job? What does he do? _____

   _____

7. What is (or was) your Mother's main job? _____

8. Write the names of your two best friends in this room

   a) _____ b) _____

   I have no best friends in this room _____.

9. How many club or organizations like student government, Scouts, 4-H, church, etc. do you belong to:

   1) None _____ 3) Two _____ 5) Four _____ 7) Six _____

   2) One _____ 4) Three _____ 6) Five _____ 8) More than Six _____

10. In how many clubs are you a leader or officer?

1) None _____ 3) Two _____ 5) Four _____ 7) Six _____

2) One _____ 4) Three _____ 6) Five _____ 8) More than Six _____

11. I make as good grades as I want to make.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally ____ 4) a good deal of the time _____

12. I am as popular as I want to be.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

13. I am as good at sports as I want to be.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

14. I am in the clubs I want to be in.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

15. My parents are as pleased with me as I would like them to be.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

16. My teachers praise me as much as I would like to be praised.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

17. I get to do the things I want to do.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

18. I get to have the things I want to have.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

19. I can make for myself the things I want.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

20. I am successful in the projects or activities I undertake.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

21. I like someone else to tell me how to solve my personal problems.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

22. I think of new ways to do things.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

23. I like to be told and shown exactly what I am supposed to do.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

24. I would rather be praised by my friends than by my teachers.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

25. I would rather work on my own activity or project than on a school or club project.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

26. The most important thing about working on a project is to be neat and careful.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

27. I am smart.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

28. I am truthful.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

29. I am well behaved.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

30. I am hard working at school.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

31. I am good at making jokes.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

32. I am friendly.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

33. I try to do the best I can.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

34. I am helpful.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

35. I am competitive.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

36. I am independent.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

37. I am sure of myself.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

38. People can count on me to do what I say I'll do.

1) seldom _____ 3) half of the time _____ 5) most of the time _____

2) occasionally _____ 4) a good deal of the time _____

39. Would you say most of your teachers think you are:

1) a wonderful person _____ 4) a little bit of a nice person _____

2) a pretty nice person _____ 5) not such a nice person _____

3) an average person _____

40. Would you say your mother thinks you are:

1) a wonderful person _____ 4) a little bit of a nice person _____

2) a pretty nice person _____ 5) not such a nice person _____

3) an average person _____

41. Would you say other people your age think you are:

1) a wonderful person _____ 4) a little bit of a nice person _____

2) a pretty nice person _____ 5) not such a nice person _____

3) an average person _____

42. Would you say the program assistant thinks you are:

1) a wonderful person _____ 4) a little bit of a nice person _____

2) a pretty nice person _____ 5) not such a nice person _____

3) an average person _____

43. When something good happens to me it is most often because

1) I made it happen _____ 3) I was just lucky _____

2) someone else made it happen _____

44. When something bad happens to me it is most often because

1) I did something wrong _____ 3) I was just unlucky _____

2) someone else made it happen _____

45. Whether or not I get what I want in the future depends on

1) what I do _____ 3) how lucky I am _____

2) what someone else does or decides _____

46. If you could do anything you wanted, how high a grade would you want to make?

1) among the best in the class _____ 3) lower than most of the class _____

2) same as everyone else _____ 4) don't care _____

47. If you could do anything you wanted, how many clubs or organizations would you <u>like to belong</u> to next year?

1) more than this year _____ 3) less than this year _____

2) same as this year _____

48. If you could do anything you wanted, how many clubs or organizations would you like to be a leader or officer next year?

1) more than this year _____ 3) less than this year _____

2) same as this year _____

49. If you were completely free to choose any job, what would you desire most as your lifetime job? (In answering this question give an exact job. For example, do not say "work on the railroad," but tell us what railroad job you would like to have).

_____

50. Sometimes we are not always able to do what we want most. What kind of job do you really expect to have most of your life?

_____

51. In picking the job you would most like to have, how important are the following things about the job? (Circle one number for each statement).

	Very important	important	Not very important	Not at all important
A chance to make a lot of money	4	3	2	1
A chance to help other people	4	3	2	1
A chance to become an important person	4	3	2	1
Steady employment	4	3	2	1
Be your own boss	4	3	2	1
Chance for excitement	4	3	2	1
Chance to do the work I like and am trained for	4	3	2	1
Meet other people	4	3	2	1

52. Where would you most like to live? (Circle only one number)

1) Large city
2) Small city
3) Town near a city
4) Country not on farm
5) On a farm

53. If you could have as much schooling as you desired, which of the following would you do?

1) Quit school right now _____
2) Complete Junior High School _____
3) Complete high school _____
4) Complete business, commercial, electronics, or some other technical program after finishing high school _____
5) Graduate from Junior college (2 years) _____
6) Graduate from College or University _____
7) Additional studies after graduating from a college or university _____

54. If you want to get married, at what age would you want to get married?

1) Don't want to marry _____
2) 14-16 _____
3) 17-19 _____
4) 20-22 _____
5) 23-25 _____
6) 26 or older _____

55. How many children would you like to have?

1) None _____
2) One _____
3) Two _____
4) Three _____
5) Four _____
6) Five _____
7) Six _____
8) Seven _____
9) eight or more _____

56. Most communities are good enough as they are without starting any new community improvement program.

1) strongly agree _____
2) agree _____
3) don't know _____
4) disagree _____
5) strongly disagree _____

57. What is good for the community is good for me.

1) strongly agree _____
2) agree _____
3) don't know _____
4) disagree _____
5) strongly disagree _____

58. Young people do not have enough of a say in community affairs.

1) strongly agree _____ 3) don't know _____ 5) strongly disagree _____

2) agree _____ 4) disagree _____

59. Community improvement should be the concern of only a few leaders in the community.

1) strongly agree _____ 3) don't know _____ 5) strongly disagree _____

2) agree _____ 4) disagree _____

60. A person is foolish to keep going to school if he can get a job.

1) strongly agree _____ 3) don't know _____ 5) strongly disagree _____

2) agree _____ 4) disagree _____

61. School courses are too impractical.

1) strongly agree _____ 3) don't know _____ 5) strongly disagree _____

2) agree _____ 4) disagree _____

62. In any group, it is more important to keep a friendly atmosphere than to get things done.

1) strongly agree _____ 3) don't know _____ 5) strongly disagree _____

2) agree _____ 4) disagree _____

63. Which is most important to you?

1) Being able to get people to cooperate with me. _____

2) Being popular with everyone. _____

64. Which is most important to you?

1) Help lead my group's activities. _____

2) Not let people get away with saying unfair things about my group. _____

65. Which is most important to you?

1) To do well in school. _____

2) To be praised by my teacher. _____

66. Which is most important to you?

1) Being good in some sport. _____

2) Build up my physical strength. _____

67. Which is most important to you?

1) Being looked up to by others. _____

2) Being able to lead other people. _____

3) Being friendly with people who are well respected. _____

68. Which is most important to you?

1) To try out new ideas. _____

2) Doing what I can do the best I can. _____

69. What do you really think you will do about your education?

1) Quit school right now. _____

2) Complete high school. _____

3) Complete a business, commercial, electronics, or some other technical program after finishing high school. _____

4) Graduate from a junior college (2 years). _____

5) Graduate from college or university. _____

6) Complete additional studies after graduating from a college or university. _____

70. How certain are you that you will achieve the education you <u>expect</u>?

1) very certain _____ 3) not very certain _____

2) certain _____ 4) uncertain _____ 5) very uncertain _____

71. What kinds of jobs could you get around here with this amount of education?

Name Two: _____

_____

72. What kind of job could you get even if you moved with this kind of education?

Name Two: _____

_____

73. In your favorite club, are the club's activities interesting to you

1) all the time _____ 3) some of the time _____

2) most of the time _____ 4) seldom _____

74. In your favorit. club, do the group leaders give you a chance to have your say

1) all the time _____ 3) some of the time _____

2) most of the time _____ 4) seldom _____

75. In your favorite club, do club members follow your ideas

1) all the time _____ 3) some of the time _____

2) most of the time _____ 4) seldom _____

Number _____

1890 Extension Service

Special Youth Study

1. Students Name _____
2. Youth Club _____
3. School _____
4. County _____
5. Date _____
6. Parents Name _____
(Person you live with)

Father _____ Mother _____ Grandmother _____

Other (who?) _____

APPENDIX C

CLUB INFORMATION SHEET

1890 Extension
Special Youth Project

CLUB INFORMATION SHEET

Name of Club _____

1. Who has major responsibility for this club's activities?
   Name _____
   (This person should complete this form)

2. When was this club organized? Year _____ Month _____

3. List the officers of this club for this year (1974)

Office	Name of Officer
_____	_____
_____	_____
_____	_____
_____	_____

4. What percent of the members are present at (a) meetings?

   25% _____ 50% _____ 65% _____ 75% _____ 90% _____

   (b) activities (picnics, etc.)

   25% _____ 50% _____ 65% _____ 75% _____ 90% _____

5. Describe the major types of activities this club engages in:

6. What do you see as the major needs of the members of this club?

7. What do you see as the most effective or beneficial results of this club?

8. What are the biggest shortcomings of the club in meeting the needs of the members?

9. What suggestions do you have for improving the way this club meets the needs of it's members?

APPENDIX D

MEMBER INFORMATION SHEET

1890 Extension
Special Youth Project

MEMBER INFORMATION SHEET
(Youth Coordinator or Program Assistant
to fill out for each member)

Name of Youth Club _____ Date _____

Name of Program Assistant or Youth Coordinator _____
(Last) (First) (Middle)

Name of member _____
(Last) (First) (Middle)

1. Is this member an officer or leader in the club?

☐ Yes ☐ No

If yes, What office? _____

2. How often does this member attend club meetings and activities?

☐ Seldom, ☐ Occasionally; ☐ About half the time

☐ A good deal of the time ☐ Most or all the time

3. How long has this member been in the club? Years _____ Months _____

4. Does this member have a job, chores, or other activities or circumstances that interferes with club participation? ☐ Yes, ☐ No

If yes, explain _____

5. Did this member go to camp in 1972 _____ (Yes or no)

1973 _____ (Yes or no)

6. Is this member going to camp this year (1974)? _____ (yes or no)

If not, why not _____

7. Names of other club members from the same household

Name	Relationship (Brother or Sister etc.)	Going to Camp 1974? (Yes or no)
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. (a) Is this members family a program family? _____ (Yes or no)

(b) If yes, how active is the family in participating in program activities?

☐ Seldom; ☐ Occasionally; ☐ About half the time;

☐ A good deal of the time; ☐ Most of all the time.

9. How active is this members family in supporting the youth club?

☐ Seldom; ☐ Occasionally; ☐ About half of the time;

☐ A good deal of the time; ☐ Most of all the time.

10. How much does the family participate in church or community activities?

☐ Never; ☐ Occasionally; ☐ About half the time;

☐ A good deal of the time; ☐ Very active or a leader.

11. Describe any factors in members home life that influence his/her club activities. _____

_____

12. Describe any major or special needs of this member. _____

_____

13. Describe any major changes in childs attitudes or behavior since he/she has been a member of the youth club? _____

_____

_____

14. How often does/is this child	Seldom	Occasionally	Half of the time	A good deal of the time	Most of the time
	(Circle one number on each line)				
a. Successful in the projects or activities he undertakes?	1	2	3	4	5
b. Like for someone else to tell him how to solve his personal problems?	1	2	3	4	5
c. Think of new ways to do things?	1	2	3	4	5
d. Likes to be told and shown exactly what he is supposed to do?	1	2	3	4	5
e. Rather be praised by his friends than by the adult.	1	2	3	4	5
f. Rather work on his own activity or project than on a club project?	1	2	3	4	5
g. Act as if the most important thing about working on a project is to be neat and careful?	1	2	3	4	5
h. Smart?	1	2	3	4	5
i. Truthful?	1	2	3	4	5
j. Well-behaved?	1	2	3	4	5
k. Hard working at school?	1	2	3	4	5
l. Gets along well with other children?	1	2	3	4	5
m. Shy?	1	2	3	4	5
n. Trys the best he can?	1	2	3	4	5
o. Helpful?	1	2	3	4	5
p. Competitive?	1	2	3	4	5
q. Independent Sure of himself?	1	2	3	4	5
r. Count on this child to do what he says he will do?	1	2	3	4	5

(over)

15. Do you think this child is

1. A wonderful person _____
2. A pretty nice person_____
3. An average person_____
4. A little bit of a nice person_____
5. Not such a nice person_____

APPENDIX E

PARENT'S OR GUARDIAN'S INFORMATION SHEET

1890 Extension Service
Special Youth Project

PARENT'S OR GUARDIAN'S INFORMATION SHEET

The following information is necessary to complete the study. You are assured that all information will be kept strictly confidental and no information will be released on an individual basis.

1. Parents or Guardian's Name _____

Names of Children Ages 9-16 Name	Age	Club Member Yes	Club Member No
_____	____	____	____
_____	____	____	____
_____	____	____	____
_____	____	____	____

2. Parents Education (check one)
   None _____
   Grammar School (Grades 1-8) _____
   Same High School but didn't graduate _____
   Graduated from High School _____
   Some College (including Junior College) _____
   Graduate from College _____

3. Parents Family Income
   Write in (a) Weekly Income _____
   of (b) Monthly income _____

4. (a) Does Parent or Guardian have a full-time job?
   Yes _____ No _____

   (b) If yes, what is the job?
   _____

APPENDIX F

COUNSELOR'S CHECK SHEET

COUNSELORS CHECK SHEET

(Fill out for each camper)

CAMPER: Name _____ Home Club _____ County _____
(Last) (First) (Initial)

CABIN NUMBER _____ A ☐ B ☐, Day: Wednesday ☐ Monday ☐

COUNSELOR'S NAME _____

ITEM	(check one statement for each item)
A. How interested is this camper in Camp Activities and Programs?	☐ Has a strong interest ☐ Not very interested ☐ Bored by them ☐ Dislikes them
B. How interested is this camper in Morning Instruction Programs?	☐ Strong interest in and follows up on his/her own ☐ Not very interested but follows up on some of them ☐ Not interested and does not follow up
C. What is this campers attitude toward learning new skills and ideas?	☐ Likes to learn new skills and ideas very much ☐ Learns some new skills and ideas ☐ Prefers to stay with things or ways he/she knows how to do and not learn new skills or ideas
D. Does this camper work hard on Group Projects and/or his/her own projects?	☐ Works hard on group projects and on his/her own project ☐ Works hard on group projects but not on his/her own project ☐ Works hard on own project but not on group project ☐ Not interested in anything ☐ Goofs off
E. How much does this camper try to be best at what he/she does and to make his/her cabin or group the best	☐ Tries to be best and to make cabin or group the best ☐ Doesn't care about group or unit but wants to be best him/her self ☐ Not competitive, just does what he/she is interested in
F. Is this camper elected to leadership positions?	☐ Camper is elected in several and/or groups ☐ Leader in his/her unit or in one camp program ☐ Not a leader but is an active follower ☐ Not active in activities
G. Do <u>other campers</u> look to this boy/girl for advice or leadership in completing projects or activities?	☐ Often ☐ Some of the time ☐ None of the time but this camper actively follows others ☐ Not active in activities at all
H. Do other campers look to this boy/girl for leadership during pranks, teasing, and/or joking?	☐ Often ☐ Some of the time ☐ None of the time but this camper actively follows others ☐ Not active in joking, teasing or pranking
I. How does this camper get along with other campers?	☐ Fights often ☐ Quarrelsome ☐ Keeps to self ☐ Gets along fairly well ☐ Gets along very well

J.	What age group does this camper associate or play with?	☐ Younger than he/she is ☐ Same age as he/she is ☐ Older than he/she is
K.	Does this camper make new friends or stay with old friends?	☐ Stays with old friends (same Youth Club) all the time ☐ Mostly stays with old friends but makes some new friends ☐ Mostly talks and stays with new friends
L.	Does this camper stay with other campers or with counselor?	☐ Wants to stay with counselor most of the time ☐ Wants attention from counselor but also likes to be with other campers ☐ Wants to be with other campers (not counselor) most of the time ☐ Goes off alone, does not want to be with counselor or other campers
M.	How often does this camper cooperate with camp leaders	☐ Most of the time ☐ Sometimes ☐ Not cooperative
N.	How often is this camper interested in or sensitive to personal problems of others?	☐ Often ☐ Sometimes ☐ Not interested in other campers ☐ Only concerned with his/her own feelings
O.	How often does this camper help other campers complete their projects or activities?	☐ Often ☐ Sometimes ☐ Only interested in his/her own projects or activities
P.	How shy or outgoing is this camper?	☐ Shy most of the time ☐ Shy some of the time ☐ Outgoing some of the time ☐ Outgoing most of the time
Q.	How self-assured is this camper?	☐ Fearful, anxious, or nervous most of the time ☐ Fearful, nervous or anxious some of the time ☐ Self-assured, confident some of the time ☐ self-assured, confident most of the time

Additional comments or observations: (Note any special events or incidents relating to this camper and any changes that occurred in the camper during the camp. Did the camper get over old problems or develop new problems?)

APPENDIX G

APPENDIX TABLES

Appendix Table 1. Changes between Club Interviews and Camp Interviews to Response Given to Questions Relating to Self Worth of Members of Special Youth Program in South Carolina, 1974.

How Much of the Time	Males			Females		
	Club Interviews	Camp Interviews	Change	Club Interviews	Camp Interviews	Change
A. Are You Smart?						
Seldom	6.4	2.6	- 3.8	6.7	2.3	- 4.4
Occasionally	3.8	2.6	- 1.2	3.4	7.9	+ 4.5
Half the time	23.1	29.6	+ 6.3	30.3	25.8	- 4.5
Good deal of time	30.8	30.8	--	24.7	22.5	- 2.2
Most of time	33.3	32.0	- 1.3	34.9	40.4	+ 5.5
No answer	2.6	2.6	--	--	1.1	+ 1.1
B. Are you Truthful?						
Seldom	3.9	6.4	+ 2.5	6.7	4.5	- 2.2
Occasionally	10.2	5.1	- 5.1	5.6	6.8	+ 1.2
Half the time	42.3	38.5	- 3.8	51.7	33.7	-18.0
Good deal of time	24.4	20.5	- 3.9	12.4	24.7	+12.3
Most of time	17.9	24.4	+ 6.5	23.6	29.2	+ 5.6
No answer	1.3	5.1	+ 3.8	--	1.1	+ 1.1
C. Are you Sure of Yourself?						
Seldom	6.4	5.1	- 1.3	6.8	6.8	--
Occasionally	5.1	2.6	- 2.5	4.5	6.7	+ 2.2
Half the time	23.1	30.8	+ 7.7	42.7	38.2	- 4.5
Good deal of time	30.8	29.5	- 1.3	20.2	15.7	- 4.5
Most of time	32.0	32.0	--	25.8	32.6	+ 6.8
No answer	2.6	--	- 2.6	--	--	--

Continued

Appendix Table 1. (Continued) Changes between Club Interviews and Camp Interviews to Response Given to Questions Relating to Self Worth of Members of Special Youth Program in South Carolina, 1974.

How Much of the Time	Males			Females		
	Club Interviews	Camp Interviews	Change	Club Interviews	Camp Interviews	Change
D. Are you Helpful?						
Seldom	10.3	6.4	- 3.9	7.8	5.6	- 2.2
Occasionally	2.6	2.6	--	3.4	4.5	+ 1.1
Half the time	23.1	29.5	+ 6.4	31.5	24.7	- 6.8
Good deal of time	26.9	21.8	- 5.1	14.6	22.5	+ 7.9
Most of time	35.9	39.7	+ 3.8	42.7	42.7	--
No answer	1.2	--	- 1.2	--	--	--

Appendix Table 2. Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Peer-Oriented World of Members of Special Youth Program in South Carolina, 1974.

How Much of the Time	Males			Females		
	Club Interviews	Camp Interviews	Change	Club Interviews	Camp Interviews	Change
A. Are you as Popular as You Want?						
Seldom	1.3	6.3	+ 5.0	4.5	5.6	+ 1.1
Occasionally	2.6	10.3	+ 7.7	3.4	4.5	+ 1.1
Half the time	30.8	28.2	- 2.6	29.2	37.1	+ 7.9
Good deal of the time	25.6	24.4	- 1.2	19.1	19.1	--
Most of the time	37.2	30.8	- 6.4	39.3	31.5	- 7.8
No answer	2.5	--	- 2.5	4.5	2.2	- 2.3
B. Are You in the Clubs You Want to be in?						
Seldom	10.3	11.5	+ 1.2	20.2	14.6	- 5.6
Occasionally	11.5	10.3	- 1.2	7.9	11.2	+ 3.3
Half the time	25.6	26.9	+ 1.3	22.5	34.8	+12.3
Good deal of time	16.7	19.2	+ 2.5	10.1	7.9	- 2.2
Most of the time	35.9	29.5	- 6.4	39.3	31.5	- 7.8
No answer	--	2.6	+ 2.6	--	--	--
C. Are You Praised by Your Friends?						
Seldom	25.6	21.8	- 3.8	15.6	19.1	+ 3.5
Occasionally	6.4	15.4	+ 9.0	9.0	9.0	--
Half the time	24.4	29.5	+ 5.1	27.0	39.3	+12.3
Good deal of the time	14.1	12.8	- 1.3	12.4	10.1	- 2.3
Most of the time	28.2	19.2	- 9.0	36.0	22.5	-13.5
No answer	1.3	1.3	--	--	--	--

Continued

Appendix Table 2. (Continued) Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Peer-Oriented World of Members of Special Youth Program in South Carolina, 1974

How Much of the Time	Males			Females		
	Club Interviews	Camp Interviews	Change	Club Interviews	Camp Interviews	Change
D. Can People Count on You to do What you Say You Will?						
Seldom	5.1	1.2	- 3.9	6.7	5.6	- 1.1
Occasionally	5.1	3.8	- 1.3	--	4.5	+ 4.5
Half the time	32.0	24.4	- 7.6	33.7	38.2	+ 4.5
Good deal of time	24.4	30.8	+ 6.4	18.0	19.1	+ 1.1
Most of the time	32.0	37.2	+ 5.2	41.6	32.6	- 9.0
No answer	1.4	2.6	+ 1.2	--	--	--

Appendix Table 3. Changes between Club Interviews and Camp Interviews in Response Given to Questions Relating to Success in Adult-Oriented World of Members of Special Youth Program in South Carolina, 1974

How Much of the Time	Males			Females		
	Camp Interviews	Club Interviews	Change	Camp Interviews	Club Interviews	Change
A. Are you Competitive?						
Seldom	3.8	3.8	--	10.2	6.7	- 3.5
Occasionally	1.2	6.5	+ 5.3	2.2	5.6	+ 3.4
Half of the time	16.7	28.2	+11.5	14.6	38.2	+23.6
Good deal of time	24.4	26.9	+ 2.5	30.3	14.6	-15.7
Most of the time	52.6	33.3	-19.3	41.6	31.5	-10.1
No answer	1.3	1.3	--	1.1	3.4	+ 2.3
B. Are you Independent?						
Seldom	3.8	6.5	+ 2.7	4.6	9.0	+ 4.4
Occasionally	3.8	5.1	+ 1.3	6.7	10.1	+ 3.4
Half the time	30.8	41.0	+10.2	34.8	30.3	- 4.5
Good deal of time	26.9	19.2	- 7.7	16.8	14.6	- 2.2
Most of the time	30.8	26.9	- 3.9	36.0	36.0	--
No answer	3.9	1.3	- 2.6	1.1	--	- 1.1
C. Are You Successful in the Things You Do?						
Seldom	7.8	6.3	- 1.5	16.8	2.3	-14.5
Occasionally	5.1	15.4	+10.3	2.3	4.5	+ 2.2
Half the time	25.6	29.5	+ 3.9	29.2	52.8	+23.6
Good deal of time	21.8	23.1	+ 1.3	19.1	19.1	--
Most of the time	37.2	23.1	-14.1	32.6	21.3	-11.3
No answer	2.5	2.6	+ 0.1	--	--	--

Continued

Appendix Table 3. (Continued) Changes between Club Interviews and Camp Interviews in Responses Given to Questions Relating to Success in Adult-Oriented World of Members of Special Youth Program in South Carolina, 1974

How Much of the Time	Males			Females		
	Camp Interviews	Club Interviews	Change	Camp Interviews	Club Interviews	Change
D. Can You Make for Yourself Things You Want?						
Seldom	19.3	7.7	-11.6	19.1	6.7	-12.4
Occasionally	15.4	15.4	--	7.9	12.4	+ 4.5
Half the time	26.9	35.9	+ 9.0	40.4	41.6	+ 1.2
Good deal of the time	19.2	12.8	- 6.4	7.9	14.6	+ 6.7
Most of the time	17.9	25.6	+ 7.7	22.5	23.6	+ 1.1
No answer	1.3	2.6	+ 1.3	2.2	1.1	- 1.1